



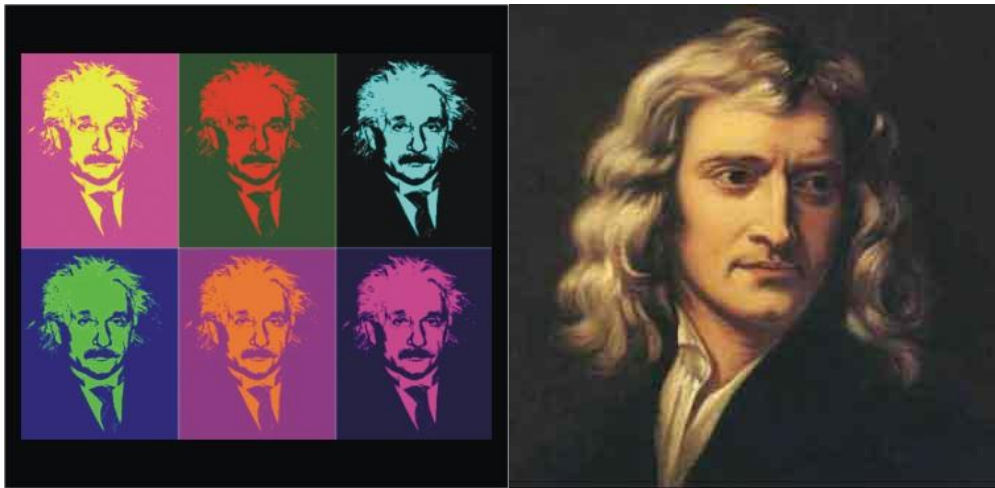
# Cotswold Edge Sixth Form



|   |  |  |
|---|--|--|
| <b>Subject:</b>   | Physics @ CSS  | <b>Assessment Point 1 - Coursework</b> |
| <b>Title of the project:</b>                                | GCSE to A-Level Physics  |  |
| <b>Due date:</b>  | First lesson back September 2018   |  |
| <b>Learning skills</b> and their place in the specification | To ensure there are no gaps and consolidate knowledge.<br>To consolidate mathematical skills<br>To indicate to students the level of work they will be expected to start at.<br>To illustrate the standard of work expected.   |  |
| <b>Specification link</b>                                   | <a href="#">AQA Physics A (7407,7408)</a>  |  |
| <b>Tasks set</b>  | <ol style="list-style-type: none"><li>1. Prepare a 5 minute presentation based on any physicist you believe has transformed scientific understanding in some way. What was the scientist's field and contribution to the scientific world? To be delivered during first A-Level physics lesson.</li><li>2. Read introduction booklet and complete tasks set. Tasks requiring completion are indicated with the word 'Exercise' in red. Mathematics skills with a science focus. Answers to be handed in at first A-Level physics lesson.</li></ol> |  |
| <b>How this links to the exam specification</b>             | The assessment will build on existing mathematical knowledge and use of SI unit skills needed for the AS level exams. In addition the ability to rearrange equations and use them effectively which has not been explored at GCSE is needed to meet the requirements for AS and A2 physics.  |  |
| <b>How to complete the task:</b>                            | Research a prominent physicist using the internet and printed resources and present your findings as a presentation. You must be able to explain why you believe the scientist to have made such an impact on the scientific world.<br>In addition you must work through the following booklet completing the set tasks indicated by the word 'Exercise' in red. There is enough room to complete the written tasks on the document, however a submission on A4 lined paper is acceptable.   |  |
| <b>Resources or links</b>                                   | School Kerboodle, AQA website, BBC Bitesize Science  |  |
| <b>Staff contact and email address:</b>                     | K Milburn - <a href="mailto:Kevin.Milburn@chippingsodburyschool.com">Kevin.Milburn@chippingsodburyschool.com</a><br>N Simpkins - <a href="mailto:Neil.Simpkins@chippingsodburyschool.com">Neil.Simpkins@chippingsodburyschool.com</a>  |  |
| <b>Number of learning hours it will take to complete</b>    | Minimum 10 hours   |  |

# ***PHYSICS@CSS***

**Introductory Unit and Assessment for  
those starting Year 12 Physics**



**Mr Kevin Milburn, Mr. Neil Simpkins**

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## Chapter 1: Introduction

One of things that many people find disconcerting when studying Physics is the idea of having to deal with lots of complicated equations. On first sight, it can be very daunting to see a page full of funny looking letters and symbols but with practice you will see that this really is just to save us having to write words out over and over again (physicists like to work efficiently).

The purpose of this introductory unit is to help you develop the core skills needed to solve numerical problems which will make your Year 12 Physics studies much more enjoyable and successful than they otherwise would be. Without these core skills solving problems becomes much more difficult if not impossible, a bit like trying to build a house with no wood or bricks. A bit of work before the course starts will pay huge dividends later and allow you to work and learn much more efficiently.

The key to success is to break numerical problems, where calculations are necessary, into smaller, simpler steps which can be followed every time.

The steps can be summarised as follows:-

**Step 1:** Write down the values of everything you are given and put a question mark next to what you are asked to work out.

**Step 2:** Convert all the values into SI units i.e. time in seconds, distances in metres and so on.

**Step 3:** Pick an equation that contains the values we know and the quantity we are trying to work out.

**Step 4:** Re-arrange the equation so what we are trying to work out is the subject.

**Step 5:** Insert the values into the equation including the units.

**Step 6:** Type it into our calculator to get the answer and quote the answer to a reasonable number of significant figures and with units.

**Step 7:** Pause for one moment and think about if our answer is sensible.

Chapters 2 and 3 will help you with Step 1

Chapters 4 and 5 will help you with Step 2

Chapter 6 will help with Steps 3 and 4

Chapters 7 and 8 will help with Step 6.

Chapter 9 will show a couple of examples to demonstrate how this all fits together.

With experience some of these steps can be done more quickly or in your head but you should always show your working. This is for several reasons:-

1. If you don't show your working, you will needlessly lose many marks in the exam (probably enough to drop your score by one whole grade, i.e. from B  $\rightarrow$  C).
2. It will help make the steps outlined above more apparent and easy to follow when tackling numerical problems.
3. It makes it easier for the teacher to see where you have gone wrong and therefore help you learn more quickly and effectively.

## Chapter 2: Physical Quantities/Units

When we first look at numerical problem in Physics then we need to be able to recognise what quantities we are given in the question. This can be made a lot easier if we know what quantity corresponds to the units given in the question. For example, if a question says someone's speed changes at a rate of  $5 \text{ ms}^{-2}$ , you need to be able to recognise that  $\text{ms}^{-2}$  is the unit of acceleration and so we know that we have been given an acceleration (even though the word acceleration wasn't used in the question).

We can classify physical quantities as either

- (a) Basic: These are **fundamental** which are **defined** as being independent

There are seven basic quantities defined by the Systeme International d'Unites (SI Units). They have been defined for convenience not through necessity (force could have been chosen instead of mass). Once defined we can make measurements using the correct unit and measure with direct comparison to that unit.

| Basic quantity        | Unit     |        |
|-----------------------|----------|--------|
|                       | Name     | Symbol |
| Mass                  | Kilogram | kg     |
| Length                | Metre    | m      |
| Time                  | Second   | s      |
| Electric current      | Ampere   | A      |
| Temperature           | Kelvin   | K      |
| Amount of a substance | Mole     | mol    |
| Luminous intensity    | Candela  | cd     |

NOTE: Base units are also referred to as dimensions.

- (b) Derived: These are obtained by multiplication or division of the basic units **without** numerical factors. For example:

| Derived quantity | Unit                     |                   |
|------------------|--------------------------|-------------------|
|                  | Name                     | Symbols used      |
| Volume           | Cubic metre              | $\text{m}^3$      |
| Velocity         | Metre per second         | $\text{ms}^{-1}$  |
| Density          | Kilogram per cubic metre | $\text{kgm}^{-3}$ |

Some derived SI units are complicated and are given a simpler name with a unit defined in terms of the base units.

**Farad (F)** is given as  $\text{m}^2\text{kg}^{-1}\text{s}^4\text{A}^2$       **Watt (W)** is given as  $\text{m}^2\text{kgs}^{-3}$

A table of quantities with their units is shown on the next page along with the most commonly used symbols for both the quantities and units.

Note that in GCSE we wrote units like metres per second in the format of m/s but in A-level it is written as  $\text{ms}^{-1}$ , and this is the standard way units are written at university level Physics.

| Quantity                     | Quantity       | SI Unit                    | Unit Symbol         |
|------------------------------|----------------|----------------------------|---------------------|
| Length                       | L or l         | Metre                      | m                   |
| Distance                     | s              | Metre                      | m                   |
| Height                       | h              | Metre                      | m                   |
| Thickness (of a Wire)        | d              | Metre                      | m                   |
| Wavelength                   | $\lambda$      | Metre                      | m                   |
| Mass                         | m or M         | kilogram                   | kg                  |
| Time                         | t              | second                     | s                   |
| Period                       | T              | second                     | s                   |
| Temperature                  | T              | Kelvin                     | K                   |
| Current                      | I              | Ampere                     | A                   |
| Potential Difference         | V              | Volt                       | V                   |
| Area                         | A              | Metres squared             | m <sup>2</sup>      |
| Volume                       | V              | Metres cubed               | m <sup>3</sup>      |
| Density                      | $\rho$         | Kilograms per metre cubed  | kg m <sup>-3</sup>  |
| Force                        | F              | Newton                     | N                   |
| Initial Velocity             | u              | Metres per second          | ms <sup>-1</sup>    |
| Final Velocity               | v              | Metres per second          | ms <sup>-1</sup>    |
| Energy                       | E              | Joule                      | J                   |
| Kinetic Energy               | E <sub>k</sub> | Joule                      | J                   |
| Work Done                    | W              | Joule                      | J                   |
| Power                        | P              | Watt                       | W                   |
| Luminosity                   | L              | Watt                       | W                   |
| Frequency                    | f              | Hertz                      | Hz                  |
| Charge                       | Q              | Coulomb                    | C                   |
| Resistance                   | R              | Ohm                        | $\Omega$            |
| Electromotive Force          | $\epsilon$     | Volt                       | V                   |
| Resistivity                  | $\rho$         | Ohm Metre                  | $\Omega\text{m}$    |
| Work Function                | $\phi$         | Joule                      | J                   |
| Momentum                     | p              | kilogram metres per second | kg ms <sup>-1</sup> |
| Specific Charge              |                | Coulombs per kilogram      | C kg <sup>-1</sup>  |
| Planck's Constant            | h              | Joule seconds              | Js                  |
| Gravitational Field Strength | g              | Newtons per kilogram       | N kg <sup>-1</sup>  |

This table needs to be memorised – once you know this it will significantly improve your ability to answer numerical questions. It is so important that we will test you on this very early on in Year 12.

### Exercise

For each of the following questions write down the quantities you are trying to work out and write a question mark next to the quantity you are asked to find out with SI units shown. Note that you don't have to know any equations or any of the underlying physics to do this, it is simply an exercise in recognising what you are being given in the question and what you are being asked to find out.

Example

Find the momentum of a 70 kg ball rolling at 2 ms<sup>-1</sup>.

m=70 kg

v= 2 ms<sup>-1</sup>

p= ? kg ms<sup>-1</sup>

1. The resultant force on a body of mass 5.0 kg is 20 N. What is the acceleration of the body?
2. A particle which is moving in a straight line with a velocity of  $25 \text{ ms}^{-1}$  accelerates uniformly for 3.0s, increasing its velocity to  $55 \text{ ms}^{-1}$ . What distance does it travel whilst accelerating?
3. A car moving at  $60 \text{ ms}^{-1}$  is brought to rest with a constant retardation of  $7.2 \text{ ms}^{-2}$ . How far does it travel whilst coming to rest?
4. A man of mass 75 kg climbs 300 m in 30 minutes. At what rate is he working?
5. What is the maximum speed at which a car can travel along a level road when its engine is developing 24kW and there is a resistance to motion of 800 N?
6. Find the current in a circuit when a charge of 80 C passes in 16.0s.
7. What is the resistance of a copper cylinder of length 25 cm and cross-sectional area  $0.40 \text{ cm}^2$  (Resistivity of copper =  $1.7 \times 10^{-8} \Omega \text{ m}$ )?
8. When a 12 V battery (i.e. a battery of EMF 12 V) is connected across a lamp with a resistance of 6.8 ohms, the potential difference across the lamp is 8.2 V. Find the current through the lamp.
9. Calculate the energy of a photon of wavelength  $3.6 \times 10^{-7} \text{ m}$ .
10. Calculate the de Broglie wavelength of an electron moving at  $3.0 \times 10^6 \text{ ms}^{-1}$  (Planck's constant =  $6.63 \times 10^{-34} \text{ Js}$ , mass of electron =  $9.1 \times 10^{-31} \text{ kg}$ ).

## Chapter 3: Standard Form

You may well already be familiar with Standard Form from GCSE Maths, but just in case you aren't or could do with refreshing your memory then this chapter will explain what it is and why we use it.

Why use standard form? Standard form is used to make very large or very small numbers easier to read. Standard form also makes it easier to put large or small numbers in order of size.

In Physics, we often deal with quantities that are either really large, such as a parsec.

$$1 \text{ pc} = 30,900,000,000,000,000 \text{ m}$$

Or really small like Planck's Constant:-

### $\hbar = 0.0000000000000000000000000000000000663 \text{ Js}$

Now, it would be tiresome to write out numbers like this over and over again and so we use a different notation known as standard form. Standard form shows the magnitude (size) of the number as powers of ten. We write a number between 1 and 10 and then show it multiplied by a power of 10.

For example

$$1.234 \times 10^4 \qquad 1.234 \times 10^{-4}$$

This means  $1.234 \times (10 \times 10 \times 10 \times 10) = 1.234 \times (1 \div 10 \div 10 \div 10 \div 10)$

Which is      12340      0.0001234

Let's see some more examples.

$$0.523 = 5.23 \times 10^{-1} \quad (\text{note that } \times 10^{-1} \text{ means divide 5.23 by 10})$$

$$52.3 = 5.23 \times 10^1 \quad (\text{note that } \times 10^1 \text{ means multiply 5.23 by 10})$$

$$523 = 5.23 \times 10^2 \quad (\text{note that } \times 10^2 \text{ means multiply 5.23 by 100})$$

$$5230 = 5.23 \times 10^3 \quad (\text{note that } \times 10^3 \text{ means multiply 5.23 by 1000})$$

$$0.00523 = 5.23 \times 10^{-3} \quad (\text{note that } \times 10^{-3} \text{ means divide 5.23 by 1000})$$

Note that the sign (positive or negative) in the index tells you whether you are dividing or multiplying; a positive number means you are multiplying and a negative number means you are dividing. The number tells you how many times you are either dividing or multiplying by 10. So  $1.60 \times 10^{-19}$  means take the number 1.60 and divide it by 10 nineteen times (divide by  $10^{19}$ ) i.e. move the decimal point 19 places to the left.

And to go back to our examples from above:-

$$1 \text{ pc} = 3.09 \times 10^{16} \text{ m}$$

$$h = 6.63 \times 10^{-34} \text{ Js}$$

So this is a much shorter way of writing these numbers!

To put a list of large numbers in order is difficult because it takes time to count the number of digits and hence determine the magnitude of the number.

### Exercise

- Put these numbers in order of size,

5239824 , 25634897 , 5682147 , 86351437 , 1258964755  
142586479, 648523154

But it is easier to order large numbers when they are written in standard form.

- Put these numbers in order of size,

$5.239 \times 10^6$  ,  $2.536 \times 10^7$  ,  $5.682 \times 10^6$  ,  $8.635 \times 10^7$  ,  $1.258 \times 10^9$   
 $1.425 \times 10^8$  ,  $6.485 \times 10^8$

You can see that it is easier to work with large numbers written in standard form. To do this we must be able to convert from one form into the other.

- Convert these numbers into normal form.



- a)  $5.239 \times 10^3$   
 b)  $4.543 \times 10^4$       c)  $9.382 \times 10^2$       d)  $6.665 \times 10^6$   
 e)  $1.951 \times 10^2$       f)  $1.905 \times 10^5$       g)  $6.005 \times 10^3$

4. Convert these numbers into standard form.

- a) 65345 (how many times do you multiply 6.5345 by 10 to get 65345 ?)  
 b) 28748      c) 548454      d) 486856  
 e) 70241      f) 65865758      g) 756

Standard form can also be used to write small numbers

e.g.  $0.00056 = 5.6 \times 10^{-4}$

5. Convert these numbers into normal form.

- a)  $8.34 \times 10^{-3}$       b)  $2.541 \times 10^{-8}$       c)  $1.01 \times 10^{-5}$   
 d)  $8.818 \times 10^{-1}$       e)  $9 \times 10^{-2}$       f)  $5.05 \times 10^{-9}$

6. Convert these numbers to standard form.

- a) 0.000567      b) 0.978      c) 0.0052  
 d) 0.0000605      e) 0.008      f) 0.0040302

7. Calculate, giving answers in standard form,

- a)  $(3.45 \times 10^{-5} + 9.5 \times 10^{-6}) \div 0.0024$   
 b)  $2.31 \times 10^5 \times 3.98 \times 10^{-3} + 0.0013$

## Chapter 4: Converting Units to SI Units

Some common non-SI units that you will encounter during Year 12 Physics:-

| Quantity | Quantity | Alternative Unit   | Unit Symbol | Value in SI Units         |
|----------|----------|--------------------|-------------|---------------------------|
| Energy   | E        | electron volt      | eV          | $1.6 \times 10^{-19}$ J   |
| Charge   | Q        | charge on electron | e           | $1.6 \times 10^{-19}$ C   |
| Mass     | m        | atomic mass unit   | u           | $1.67 \times 10^{-27}$ kg |
| Mass     | m        | tonne              | t           | $10^3$ kg                 |
| Time     | t        | hour               | hr          | 3,600 s                   |
| Time     | t        | year               | yr          | $3.16 \times 10^7$ s      |
| Distance | d        | miles              | miles       | 1,609 m                   |
| Distance | d        | astronomical unit  | AU          | $3.09 \times 10^{11}$ m   |
| Distance | d        | light year         | ly          | $9.46 \times 10^{15}$ m   |
| Distance | d        | parsec             | pc          | $3.09 \times 10^{16}$ m   |

**It is essential that you recognise these units and also know how to change them to SI units and back again. A lot of marks can be lost if you are not absolutely competent doing this.**

When you are converting from these units to SI units you need to multiply by the value in the right hand column. When you convert back the other way you need to divide.

### Example

The nearest star (other than the Sun) to Earth is Proxima Centauri at a distance of 4.24 light years.

What is this distance expressed in metres?

$$4.24 \text{ light years} = 4.24 \times 9.46 \times 10^{15} \text{ m} = 4.01 \times 10^{16} \text{ m}$$

What is this distance expressed in parsecs?

$$4.01 \times 10^{16} \text{ m} = 4.01 \times 10^{16} / 3.09 \times 10^{16} \text{ m} = 1.30 \text{ pc}$$

### Exercise

Convert the following quantities:-

1. What is 13.6 eV expressed in joules?
2. What is a charge of 6e expressed in coulombs?
3. An atom of Lead-208 has a mass of 207.9766521 u, convert this mass into kg.
4. What is  $2.59 \times 10^8$  kg in tonnes?
5. It has been 44 years since England won the World Cup, how long is this in seconds?
6. An TV program lasts 2,560s, how many hours is this?
7. The semi-major axis of Pluto's orbit around the Sun is  $5.91 \times 10^{12}$  m, what is this distance in AU?

### Converting Speeds

Things get a little more complicated when you have to convert speeds. For example, if Usain Bolt runs at an average speed of  $10.4 \text{ ms}^{-1}$ , what is this speed in miles per hour?

First, we will change from  $\text{ms}^{-1}$  to  $\text{miles s}^{-1}$ :-

$$10.4 \text{ ms}^{-1} = 10.4 / 1609 \text{ miles s}^{-1} = 6.46 \times 10^{-3} \text{ miles s}^{-1}$$

Now we have to change from  $\text{miles s}^{-1}$  to  $\text{miles hr}^{-1}$

$$6.46 \times 10^{-3} \text{ miles s}^{-1} = 6.46 \times 10^{-3} \times 3,600 \text{ miles hr}^{-1} = 23.3 \text{ miles hr}^{-1}$$

Notice that in last line we had to multiply by the number of seconds in an hour. This is because you would go further in an hour than you would in a second. If you find this hard to understand sometimes you can multiply by the conversion factor and divide by it and see which value is sensible. Let's see what would have happened if we had divided by 3,600:-

$$6.46 \times 10^{-3} \text{ miles s}^{-1} = 6.46 \times 10^{-3} / 3,600 \text{ miles hr}^{-1} = 1.80 \times 10^{-6} \text{ miles hr}^{-1}$$

Do you think Usain Bolt was running at a speed of about 2 millionths of a mile an hour? This is clearly wrong so we would have realised that we needed to multiply by 3,600.

### Exercise

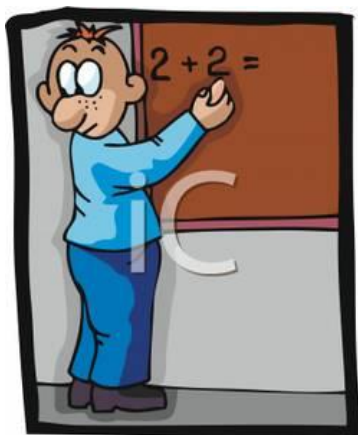
1. Convert  $0.023 \text{ kms}^{-1}$  into  $\text{ms}^{-1}$ .
2. Express  $3546 \text{ m hr}^{-1}$  into  $\text{km hr}^{-1}$
3. What is  $30 \text{ miles hr}^{-1}$  in  $\text{ms}^{-1}$ ?
4. What is  $50 \text{ ms}^{-1}$  in  $\text{miles hr}^{-1}$ ?
5. Convert  $33 \text{ km hr}^{-1}$  into  $\text{ms}^{-1}$ .
6. Express  $234 \text{ miles hr}^{-1}$  in  $\text{km hr}^{-1}$ .

## Chapter 5: Prefixes & Converting Unit Magnitudes

### How to use and convert prefixes

Often in Physics, quantities are written using prefixes which is an even shorter way of writing numbers than standard form. For example instead of writing  $2.95 \times 10^{-9}$  m we can write 2.95 nm where n means nano and is a short way of writing  $\times 10^{-9}$ . Here is a table that shows all the prefixes you need to know in Year 12 Physics.

| Prefix | Symbol | Name                  | Multiplier |
|--------|--------|-----------------------|------------|
| femto  | f      | quadrillionth         | $10^{-15}$ |
| pico   | p      | trillionth            | $10^{-12}$ |
| nano   | n      | billionth             | $10^{-9}$  |
| micro  | $\mu$  | millionth             | $10^{-6}$  |
| milli  | m      | thousandth            | $10^{-3}$  |
| centi  | c      | hundredth             | $10^{-2}$  |
| deci   | d      | tenth                 | $10^{-1}$  |
| deka   | da     | ten                   | $10^1$     |
| hecto  | h      | hundred               | $10^2$     |
| kilo   | k      | thousand              | $10^3$     |
| mega   | M      | million               | $10^6$     |
| giga   | G      | billion <sup>†</sup>  | $10^9$     |
| tera   | T      | trillion <sup>†</sup> | $10^{12}$  |
| peta   | P      | quadrillion           | $10^{15}$  |



Again, it is essential you know all of these to ensure that you don't lose easy marks when answering numerical problems.

When you are given a variable with a prefix you must convert it into its numerical equivalent in standard form before you use it in an equation.

**FOLLOW THIS!** Always start by replacing the prefix symbol with its equivalent multiplier.

For example:  $0.16 \mu\text{A} = 0.16 \times 10^{-6} \text{A} = 0.00000016\text{A}$

$$3 \text{ km} = 3000\text{m} = 3 \times 10^3 \text{ m}$$

$$10 \text{ ns} = 10 \times 10^{-9} \text{ s} = 0.00000001 \text{ s}$$

**DO NOT** get tempted to follow this further (for example:  $0.16 \times 10^{-6} \text{A} = 1.6 \times 10^{-7} \text{A}$  and also  $10 \times 10^{-9} \text{s} = 10^{-8} \text{s}$ ) unless you are absolutely confident that you will do it correctly. It is always safer to stop at the first step ( $10 \times 10^{-9} \text{s}$ ) and type it like this into your calculator.

**NOW TRY THIS!**

1.4 kW =  
24 cm =  
46 pF =

10  $\mu\text{C}$  =  
340 MW =  
0.03 mA =

52 Gbytes =

43 kΩ =

## Converting between unit magnitudes for distances.

### Exercise

Convert the following: (Remember that milli =  $10^{-3}$  and centi =  $10^{-2}$ )

1. 5.46m to cm
2. 65mm to m
3. 3cm to m
4. 0.98m to mm
5. 34m to mm
6. 76mm to cm

## Converting between unit magnitudes for areas and volumes

It's really important that when we convert areas and volumes that we don't forget to square or cube the unit.

### Example

Let's take the example of converting a sugar cube of volume  $1 \text{ cm}^3$  into  $\text{m}^3$ .

If we just use the normal conversion, then  $1 \text{ cm}^3 = 1 \times 10^{-2} \text{ m}^3$  ← **Wrong Answer!**

STOP! Let's think about this one second:

Imagine in your head a box 1m by 1m by 1m, how many sugar cubes could you fit in there? A **lot** more than 100! That would only fill up one line along one of the bottom edges of the box! **So our answer must be wrong.**

What we have to do is do the conversion and then cube it, like this:-

$$1 \text{ cm}^3 = 1 (\times 10^{-2} \text{ m})^3 = 1 \times 10^{-6} \text{ m}^3.$$

So this means we could fit a million sugar cubes in the box, which is right.

### Exercise

1. What is  $15.2 \text{ mm}^3$  in  $\text{m}^3$ ?
2. What is  $24 \text{ cm}^2$  in  $\text{m}^2$ ?
3. What is  $34 \text{ m}^3$  in  $\mu\text{m}^3$ ?
4. What is  $0.96 \times 10^6 \text{ m}^2$  in  $\text{km}^2$ ?
5. Convert  $34 \text{ Mm}^3$  into  $\text{pm}^3$ .

Chapter 6: Re-arranging Equations

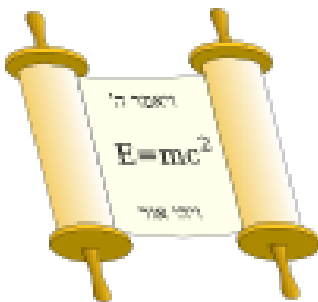
The first step in learning to manipulate an equation is your ability to see how it is done once and then repeat the process again and again until it becomes second nature to you.

In order to show the process once I will be using letters rather than physical concepts.

You can rearrange an equation  $a = b \times c$  with

$b$  as the subject  $b = \frac{a}{c}$

or  $c$  as the subject  $c = \frac{a}{b}$



Any of these three symbols  $a, b, c$  can be itself a summation, a subtraction, a multiplication, a division, or a combination of all. So, when you see a more complicated equation, try to identify its three individual parts  $a, b, c$  before you start rearranging it.

Worked examples

| Equation                                  | First Rearrangement                                     | Second Rearrangement                      |
|---|---|---|
| $v = f \times \lambda$                    | $f = \frac{v}{\lambda}$                                 | $\lambda = \frac{v}{f}$                   |
| $T = \frac{1}{f}$                         | $1 = T \times f$  | $f = \frac{1}{T}$                         |
| $\frac{1}{v} = \frac{1}{u} + \frac{1}{f}$ | $1 = v \times \left( \frac{1}{u} + \frac{1}{f} \right)$ | $v = \frac{1}{\frac{1}{u} + \frac{1}{f}}$ |

**THINK!** As you can see from the third worked example, not all rearrangements are useful. In fact, for the lens equation only the second rearrangement can be useful in problems. So, in order to improve your critical thinking and

know which rearrangement is the most useful in every situation, you must practise with as many equations as you can.

NOW TRY THIS!

Exercise

From now on the multiplication sign will not be shown, so  $a = b \times c$  will be simply written as  $a = bc$

| Equation  | First Rearrangement | Second Rearrangement |
|---|---------------------|----------------------|
| (Power of lens) $P = \frac{1}{f}$                       | $1 =$               | $f =$                |
| (Magnification of lens)<br>$m = \frac{v}{u}$            | $v =$               | $u =$                |
| (refractive index) $n = \frac{c}{v}$                    | $c =$               | $v =$                |
| (current) $I = \frac{\Delta Q}{\Delta t}$               |                     |                      |
| (electric potential)<br>$V = \frac{\Delta E}{\Delta Q}$ |                     |                      |
| (power) $P = \frac{\Delta E}{\Delta t}$                 |                     |                      |
| (power) $P = VI$  |                     |                      |
| (conductance) $G = \frac{I}{V}$                         |                     |                      |
| (resistance) $R = \frac{V}{I}$                          |                     |                      |
| (resistance) $R = \frac{1}{G}$                          |                     |                      |
| (power) $P = I^2 R$                                     |                     |                      |
| (power) $P = \frac{V^2}{R}$                             |                     |                      |
| (stress) $\sigma = \frac{F}{A}$                         | $F =$               | $A =$                |
| (strain) $\varepsilon = \frac{x}{l}$                    | $x =$               | $l =$                |

Exercise

Further Rearranging Practice

1.  $a = bc$  ,  $b=?$
2.  $a = b/c$  ,  $b=?, c=?$
3.  $a = b - c$  ,  $c=?$
4.  $a = b + c$  ,  $b=?$
5.  $a = bc + d$  ,  $c=?$
6.  $a = b/c - d$  ,  $c=?$
7.  $a = bc/d$  ,  $d=?, b=?$
8.  $a = (b + c)/d$  ,  $c=?$
9.  $a = b/c + d/e$  ,  $e=?$

## Chapter 7: Using Your Calculator

### Quick Exercise

- Evaluate:-

$$\frac{30}{5 \times 3} = ?$$

Using your calculator.

What answer did you get? 18? If you did it may surprise you to know that you are wrong. Nope – there's nothing wrong with your calculator we just need to establish exactly how it works.

### Order of Operations

Your calculator has a rule to decide which operation to do first which is summarised by the word BODMAS, which stands for the order in which operations are done:-

1. B - Brackets first
2. O - Orders (i.e. Powers and Square Roots, etc.)
3. DM - Division and Multiplication (left-to-right)
4. AS - Addition and Subtraction (left-to-right)

So if we type in the numbers like this:-

$30 \div 5 \times 3 = 6 \times 3 = 18$  ← Left to Right is the conventional order and is what your calculator does.

But if we use brackets we can get the right answer:-

$30 \div (5 \times 3) = 30 \div 15 = 2$



Note that the fact that the 5 and 3 are put on the bottom implies they should be multiplied first.

You will need to be able to use your calculator correctly and be familiar with scientific notation, such as standard form, brackets etc.

e.g.  $3\,670\,000 = 3.67 \times 10^6$

$$0.0\,000\,367 = 3.67 \times 10^{-4}$$

To enter  $3.67 \times 10^6$  into your calculator press: 3.67 exp 6

**Note that  $10^8$  means  $1 \times 10^8$  and so must be keyed in as 1 exp 8 not 10**



**exp 8!**

**As a result when I write out what I know I write out  $1 \times 10^8$  to remind myself to do this.**

**Exercise A** Always give your answer in standard form,

e.g.  $7.0 \times 10^{-3}$  and not as  $7.0^3$ , which is how it is displayed on the calculator.

Your answer should have the same amount of significant figures as the question.

1.  $(7.5 \times 10^3) \times (22) =$
2.  $(6.2 \times 10^{-5}) \times (5.0 \times 10^{-3}) =$
3.  $(1.4 \times 10^5) \times (2.0 \times 10^4) =$
4.  $4.5 \times 10^3 / 7.0 \times 10^4 =$
5.  $4.5 \times 10^{-6} / 6.0 \times 10^3 =$

**Exercise B** In each case, find the value of "y".

1.  $y = (7.4 \times 10^3)^2$
2.  $y = \frac{(1.3 \times 10^3) \times (1.6 \times 10^{-4})}{(6.6 \times 10^6) + (3.27 \times 10^{-3})}$
3.  $y = \frac{(5.6 \times 10^{-4})^2 \times (7.6 \times 10^8)}{(6.4 \times 10^{-11}) \times (9.1 \times 10^{-2})^2}$
4.  $y = \sqrt{\frac{(4.32 \times 10^3) + (6.5 \times 10^2)}{(2.3 \times 10^4) \times (8.1 \times 10^2)}}$

## Chapter 8: Significant Figures

You can lose a mark if you quote too many significant figures in an answer. It is not as bad as leaving off a unit when answering a question – but why lose marks needlessly when you don't have to?

### The Rules

1. All non-zero digits are significant.
2. In a number without a decimal point, only zeros BETWEEN non-zero digits are significant. E.g. significant in 12001 but not in 12100
3. In a number with a decimal point, all zeros to the right of the right-most non-zero digit are significant.  
12.100 → 5 s.f.

### Examples

39.389 → 5 s.f.

1200000000000000 → 2 s.f

3400.000 → 7 s.f.

34224000 → 5 s.f.

200000.0004 → 10 s.f.

### Exercise:-

How many significant figures are the following numbers quoted to?

1. 2214.4343
2. 0.000000000032844654
3. 342.34
4. 2000000
5. 43.00002
6. 245400000
7. 5433252
8. 23.5454353
9. 4.00000000000
10. 44560001

**Exercise II** – For the numbers above that are quoted to more than 3 s.f., convert the number to standard form and quote to 3 s.f.

## Using a Reasonable Number of S.F.

Try to use the same s.f. as those provided in the question or just one more.

### Example:

Let's say we were faced with this question:

A man runs 110 metres in 13 seconds, calculate his average speed.

Distance = 110 m

Time = 13 s

Speed = Distance/Time = 110 metres / 13 seconds

=8.461538461538461538461538 m/s

**This is a ridiculous number of significant figures!**

=8.46 m/s seems acceptable (3 s.f.) because the figures we were given in the question were given to 2 s.f., so we've used just one more than that in our answer.

If in doubt quote answers to 3 s.f. in the exam – this is normally close enough to what they are looking for.

## Chapter 9: Example Numerical Problems

### A Step by Step Guide on Tackling a Numerical Problem

This example may look lengthy, but that's because I am describing every step that I do in my head.

**Only the yellow shaded bits will end up written down on my paper.**

The question says:-

Speed of electromagnetic radiation in free space ( $c$ ) =  $3.00 \times 10^8 \text{ m s}^{-1}$   
Planck's constant ( $h$ ) =  $6.63 \times 10^{-34} \text{ J s}$

2. Calculate the energies of a quantum of electromagnetic radiation of the following wavelengths:

(a)    gamma rays    wavelength     $10^{-3} \text{ nm}$

**Step 1:** Write down the values of everything you are given and put a question mark next to what you are asked to work out:-

$c = 3.00 \times 10^8 \text{ ms}^{-1}$   
 $h = 6.63 \times 10^{-34} \text{ Js}$   
 $\lambda = 10^{-3} \text{ nm}$   
 $E = ?$

**Commented [CJP1]:** These were given at the top of the sheet.

**Commented [CJP2]:** The wavelength was given in the question.

**Commented [CJP3]:** We are trying to work out the energy.

**Step 2:** Convert all the values into SI units i.e. time in seconds, distances in metres and so on:-

$c = 3.00 \times 10^8 \text{ ms}^{-1}$   
 $h = 6.63 \times 10^{-34} \text{ Js}$   
 $\lambda = 10^{-3} \text{ nm}$   
 $E = ?$

**Commented [CJP4]:** These are already in SI units.

**Commented [CJP5]:** This is in nanometres and needs converting to metres.

**Commented [CJP6]:** If all the other quantities are in SI units then this will come out in SI units which for Energy is Joules (J)

$\text{nm} = 10^{-9} \text{ m}$

So now replace nm with  $10^{-9} \text{ m}$ :-

$\lambda = 10^{-3} \text{ nm}$   
 $= 10^{-3} \times 10^{-9} \text{ m}$   
 $= 10^{-12} \text{ m}$   
 $= 1 \times 10^{-12} \text{ m}$

**Commented [CJP7]:** Writing “1 ×” might look pointless but it will help to remind us to type it into our calculators correctly later on.

So our list of known values becomes:-

$c = 3.00 \times 10^8 \text{ ms}^{-1}$   
 $h = 6.63 \times 10^{-34} \text{ Js}$   
 $\lambda = 10^{-3} \text{ nm} = 1 \times 10^{-12} \text{ m}$   
 $E = ?$

**Step 3:** Pick an equation that contains the values we know and the quantity we are trying to work out:-

So we want an equation with c, h,  $\lambda$  and E in it. This looks like a job for the photon energy equation:

$$E = \frac{hc}{\lambda}$$

**Step 4:** Re-arrange the equation so what we are trying to work out is the subject.

We got lucky this time, the thing we are trying work out is the Energy, E, and that is already the subject, so no re-arranging to do!

**Step 5:** Insert the values into the equation including the units:-

$$E = \frac{hc}{\lambda} = \frac{6.63 \times 10^{-34} \text{ Js} \times 3.00 \times 10^8 \text{ ms}^{-1}}{1 \times 10^{-12} \text{ m}}$$

**Step 6:** Type it into our calculator to get the answer and quote the answer to a reasonable number of significant figures:-

Answer in the calculator:

$$E = 1.989 \times 10^{-13} \text{ J}$$

The values for  $h$  and  $c$  were quoted to 3 significant figures, the value for  $\lambda$  was only quoted to 1 s.f. but it's not clear whether this actually was an exact value or rounded to 1 s.f.. Quoting our answer to 3 significant figures seems reasonable. (If in doubt, quote to 3 significant figures, you won't be too far wrong.)

$$E = 1.99 \times 10^{-13} \text{ J (3.s.f.)}$$

**Step 7:** Pause for one moment and think about if our answer is sensible.

This comes with practice and experience. The first time I tried this calculation out I got an answer of  $1.989 \times 10^{-37} \text{ J}$ . Photon energies for the visible part of the electromagnetic spectrum are about  $1 \text{ eV} = 1.60 \times 10^{-19} \text{ J}$  and gamma rays are more energetic so I knew I must have made a mistake somewhere to get such a small energy.

Looking back over my working, I could see that I had accidentally used a value of  $1 \times 10^{12} \text{ m}$  for the wavelength,  $\lambda$ , instead of the correct value of  $1 \times 10^{-12} \text{ m}$ .

After a few practice questions, you can do the same and in the exam it is reassuring when you calculate an answer and know that it looks about right.

## Worked Solution to a Two Step Problem

This example may look lengthy, but that's because I am describing every step that I do in my head. **Only the yellow shaded bits will end up written down on my paper.**

Example question:

A metal surface is illuminated with monochromatic light of frequency  $8.57 \times 10^{14} \text{ Hz}$ . The maximum kinetic energy of the emitted photoelectrons is  $0.55 \text{ eV}$ . Calculate, for this metal, the threshold frequency, in  $\text{Hz}$ .

**Step 1:** Write down the values of everything you are given and put a question mark next to what you are asked to work out:-

$c = 3.00 \times 10^8 \text{ ms}^{-1}$   
 $h = 6.63 \times 10^{-34} \text{ Js}$   
 $f = 8.57 \times 10^{14} \text{ Hz}$   
 $E_{K(\text{max})} = 0.55 \text{ eV}$   
 $f_0 = ?$

**Commented [CJP8]:** These are given in the data booklet.

**Commented [CJP9]:** These are given in the question.

**Commented [CJP10]:**  $f_0$  is the symbol for the threshold frequency and this is what we are trying to work out.

**Step 2:** Convert all the values into SI units i.e. time in seconds, distances in metres and so on:-

$$\begin{aligned}c &= 3.00 \times 10^8 \text{ ms}^{-1} \\h &= 6.63 \times 10^{-34} \text{ Js} \\f &= 8.57 \times 10^{14} \text{ Hz} \\E_{K(\text{max})} &= 0.55 \text{ eV} \\f_0 &= ?\end{aligned}$$

**Commented [CJP11]:** These are already in SI units.

**Commented [CJP12]:** The unit Hz is equivalent to  $\text{s}^{-1}$  so counts as an SI unit.

**Commented [CJP13]:** The electron volt (eV) is not an SI unit so we will need to convert it to Joules (J)

**Commented [CJP14]:** The threshold frequency will come out in SI units (Hz) if everything else is put in SI units.

So we need to convert  $E_{K(\text{max})}$  into Joules...

Recall from the second lesson that:-

$$1 \text{ eV} = 1.60 \times 10^{-19} \text{ J}$$

So now replace eV with  $1.60 \times 10^{-19} \text{ J}$ :-

$$\begin{aligned}E_{K(\text{max})} &= 0.55 \text{ eV} \\&= 0.55 \times 1.60 \times 10^{-19} \text{ J} \\&= 8.8 \times 10^{-20} \text{ J}\end{aligned}$$

**Commented [CJP15]:** Store this number in your calculator as it will be used later – this prevents rounding error.

So our list of values becomes:-

$$\begin{aligned}c &= 3.00 \times 10^8 \text{ ms}^{-1} \\h &= 6.63 \times 10^{-34} \text{ Js} \\f &= 8.57 \times 10^{14} \text{ Hz} \\E_{K(\text{max})} &= 0.55 \text{ eV} = 8.8 \times 10^{-20} \text{ J} \\f_0 &= ?\end{aligned}$$

**Step 3:** Pick an equation that contains the values we know and the quantity we are trying to work out:-

So we want an equation with  $f_0$  in it and where all the other values are known. Hmm, well the only equation we have with  $f_0$  in it is:

$$\phi = hf_0$$

But there's a problem! Our equation can only have one unknown value in it, i.e. the quantity we are working out. In this equation we know the value of Planck's constant,  $h$ , but we don't know the value of the work function,  $\phi$ , so let's find an equation that will help us work that out (this is why I call this a two step problem).

So now we want an equation with  $\phi$  in it and where we know all the other values, Einstein's Photoelectric Equation looks useful:

$$hf = \phi + E_{K(\text{max})}$$

We know  $h$ ,  $f$  and  $E_{K(\text{max})}$  so this equation will allow us to work out  $\phi$  and then we can work out  $f_0$  using that value of  $\phi$ .

**Step 4:** Re-arrange the equation so what we are trying to work out is the subject.

**Part A:**

Subtracting both sides of Einstein's Photoelectric Equation by  $E_{K(\text{max})}$  and writing the equation the other way round we get:-

$$\phi = hf - E_{K(\text{max})}$$

**Part B:** Starting with  $\phi = hf_0$  dividing both sides by  $h$  and writing the equation the other way round we get:

$$f_0 = \frac{\phi}{h}$$

Now we have our equations re-arranged and can now proceed to inserting values into the equations.

**Step 5:** Insert the values into the equation including the units:-

$$\phi = hf - E_{K(\max)} = 6.63 \times 10^{-34} \text{ Js} \times 8.57 \times 10^{14} \text{ Hz} - 8.8 \times 10^{-20} \text{ J}$$

**Step 6:** Type it into our calculator to get the answer and quote the answer to a reasonable number of significant figures:-

Appears in the calculator as:

$$\phi = 4.80191 \times 10^{-19} \text{ J}$$

Store this number in our calculator,

Can write down a rounded value as part of our working:-

$$\phi = 4.80 \times 10^{-19} \text{ J (3 s.f.)}$$

Use the stored number in our threshold frequency equation:-

$$f_0 = \frac{\phi}{h} = \frac{4.80191 \times 10^{-19} \text{ J}}{6.63 \times 10^{-34} \text{ Js}}$$

Answer in the calculator:

$$f_0 = 7.242699849 \times 10^{14} \text{ Hz}$$

The values for  $h$ ,  $c$  and  $f$  were quoted to 3 significant figures and  $E_{K(\max)}$  to 2 significant figures so quoting our answer to 3 significant figures seems reasonable. (remember if in doubt, quote to 3 significant figures, you won't be too far wrong).

$$f_0 = 7.24 \times 10^{14} \text{ Hz (3 s.f.)}$$

**Step 7:** Pause for one moment and think about if our answer is sensible.

I can't recall typical threshold frequencies off the top of my head but I do know that the wavelength of visible light is about 500 nm. Using  $c = f\lambda$ , the corresponding threshold wavelength is  $\lambda = c/f \sim 400 \text{ nm}$ , so that is at the blue end of the visible spectrum getting towards UV light. We needed UV light to release photoelectrons from the zinc plate, so our answer looks sensible enough.

**Commented [CJP16]:** Storing the number in our calculator prevents rounding errors.

**Commented [CJP17]:** Note the number of significant figures is indicated in brackets.

## Chapter 10: Checking Equations using Dimensions

You can check an equation you have written by examining the base units on both sides of that equation. If you have an extra base unit on one side then your equation is wrong!

Now define the derived unit for force in terms of its base units. Hint: Use an equation for Force and replace the symbols with base units.

Now try these

### Exercise

1. a. In the equation below,  $c$  represents the speed of water waves in a shallow tank of depth  $d$  and  $g$  is the acceleration due to gravity.

$$c = (g \cdot d)^{1/2}$$

Show from an analysis of the units that the equation is dimensionally consistent.

- b. Assuming  $g = 9.8 \text{ ms}^{-2}$ , calculate the speed of the waves if the depth of the water is 1 cm.
- c. What depth of water would be required to double the speed of the waves from the value calculated in part a?
- d. Would the speeds be any different if the experiment was carried out on the surface of the moon?
2. a. The pressure ( $P$ ), volume ( $V$ ) and temperature ( $T$ ) of an ideal gas are related by the following equation:

$$P \cdot V = n \cdot R \cdot T$$

where  $n$  is the number of moles of the gas. Analyse the equation to find the units of  $R$ .

- b. Show that  $P \cdot V$  has the units of joules.
3. a. Use the two equations below to find the base units of the constants  $\epsilon_0$  and  $\mu_0$ .

$$F = \frac{1}{4\pi\epsilon_0} \cdot \frac{Q_1 \cdot Q_2}{r^2}$$

$$F = \frac{\mu_0}{2\pi} \cdot \frac{I_1 \cdot I_2 \cdot a}{b}$$

$F$  = force;  $Q$  = charge;  $a$ ,  $b$  and  $r$  are lengths;  $I$  = current.

- b. Hence show that  $(\epsilon_0 \cdot \mu_0)^{-1/2}$  has the same units as velocity.